The Fresh Fruit and Vegetable Program

Nutrition Curriculum

4th Grade
University of Rhode Island SNAP-Ed Nutrition Education Program
Fresh Fruit and Vegetable Nutrition Curriculum

Introduction

University of Rhode Island SNAP-Ed staff offers and supports a variety of nutrition education programs in Rhode Island schools and communities. A primary example of this cooperative arrangement with schools is this nutrition education curriculum developed by SNAP-Ed and offered in conjunction with USDA’s Fresh Fruit and Vegetable Program (FFVP). The goals of the Fresh Fruit and Vegetable Program are to:

- Increase children’s fruit and vegetable consumption.
- Expand the variety of fruits and vegetables that children are exposed to.
- Make a difference in children’s diets to impact their present and future health.
- Create healthier school environments by providing more nutritious food choices.

This program is an important catalyst for change in efforts to combat childhood obesity and to prevent the chronic diseases associated with obesity.

Each grade level (K-5) of the URI SNAP-Ed FFVP curriculum consists of 8 brief, flexible, interdisciplinary and developmentally appropriate nutrition lessons. This curriculum can be taught by classroom teachers, health teachers or school nurses. During staff development sessions led by SNAP-Ed, teachers receive binders which include lesson plans, activities, handouts, worksheets, curriculum connections and bilingual (English-Spanish) parent newsletters. For grades K-4, the curriculum includes one lesson pertaining to a nutrition-related children’s book. These books (and others) are donated to the school library and housed in the teachers’ reference section.

How to Use This Curriculum

The nutrition lessons are 10-15 minutes for grades K-2 and approximately 20-30 minutes for grades 3-5. An outline of the lessons is provided in the beginning of each binder. Materials are flexible so teachers can combine lessons together or save parts for later. Most lessons contain activities and worksheets that students can complete individually, with a partner, or in
a group. Curriculum connections to language arts, math, science and social studies are included. It is recommended that the bilingual parent letters (English/Spanish) that are provided in each lesson are sent home.

When students are receiving their USDA fruit or vegetable snack, teachers can make it a learning opportunity by utilizing these two provided resources:

1. **Fun Facts List** – This is a rhyme-based nutrition education activity for a comprehensive list of fruits and vegetables. We recommend that teachers locate the fruit or vegetable served that day on the list (pictures are provided) and read the pertinent Fun Fact rhyme to the class. The Fun Facts list can be found on our website at web.uri.edu/snaped/ffvp/

2. **The Color Chart** - The Color Chart teaches how different-colored fruits and vegetables help different parts of the body. If the fruit or vegetable is red, for example, teachers can refer to the nutrition message for red, read it aloud, then have the students repeat the phrase. The Color Chart is located in the front of this binder.

Thank you for your interest in the program and for helping your students develop lifelong healthy eating habits. If you have any questions about the curriculum, contact Paula J. Paolino, MAT, RD, LDN at (401) 277-5391 or paula_paolino@uri.edu.
University of Rhode Island SNAP-Ed Program
Fresh Fruit and Vegetable Nutrition Curriculum
Rhode Island Health Education Standards and Nutrition Instructional Outcomes

Fourth Grade

The lessons in this curriculum meet the following Rhode Island Health Education Standards and Nutrition Instructional Outcomes:

**Standard 1:** Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:
1.1 describe relationships between proper nutrition and individual well-being on a daily basis and throughout the life span.
   - food as fuel, sensory and functional characteristics of food, variety and moderation
1.2 identify indicators of good nutrition during childhood.
   - MyPlate, major nutrients, impact of proper nutrition on health and personal wellness
1.3 describe how the body digests and uses food.
   - anatomy of digestive system, plant and animal sources of food

**Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

3.1 identify responsible nutrition behaviors
   - importance of beginning healthy diet at a young age
3.2 identify personal nutritional needs and nutrition habits
   - food diaries

**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5.2 use healthy ways to express nutritional wants, needs and feelings
5.3 choose healthy foods in a social context

**Standard 6:** Students will demonstrate the ability to use goal setting and decision making skills to enhance health.

6.1 apply a decision-making process to a nutritional issue
6.4 set a personal nutritional goal and track progress towards its achievement
Fresh Fruit & Vegetable Program Lesson Plans

Fourth Grade

Lesson 1: Fruit and Vegetable Challenge
Lesson 2: MyPlate-Fruits and Vegetables
Lesson 3: The Color Chart
Lesson 4: Cups of Colorful Fruits
Lesson 5: VIVs (Very Important Veggies)
Lesson 6: Eating and Growing Vegetables
Lesson 7: The Right Stuff
Lesson 8: Go Slow Whoa
Lesson 1: Fruit and Vegetable Challenge

Nutrition Objectives:
1. Students will be able to identify fruits and vegetables in their diets.
2. Students will name one new fruit or vegetable that they would like to try.

Supplies/Materials:
- Stopwatch or clock with a second hand
- Paper and pencil for each student
- Put a Little Fruit and Veggie in it worksheet (one for each student)
- Chart paper and marker

Opening:
- Over the next few weeks we will be learning about fruits and vegetables and why they are an important part of a healthy diet.

Ask ➔ Why is it important to eat fruits and vegetables? *(Fruits and vegetables are loaded with vitamins and minerals that help protect your body against germs and keep your heart, brain, eyes, and skin healthy. Fruits and vegetables also contain fiber, which keeps food moving through your body so it helps you go to the bathroom.)*

Ask ➔ How many servings of fruits and vegetables does your body need every day? *(You need 2 cups of fruit and 2 cups of vegetables every day.)*

Activity #1: Make a List
- Instruct students to write down as many fruits and vegetables as they can in three minutes.
- Use a stopwatch or a clock to let the students know when to stop writing.

Ask ➔ Now look at your list. Are there any fruits or vegetables on your list that you’ve never tried?

- Put a circle around the fruits and vegetables you’ve never tried.
- Put a rectangle around the fruits and/or vegetables that you don’t like.
- Put a star next to the fruits and vegetables you’re willing to try for the first time or try again.
- Ask the students to share the names of fruits and vegetables they’ve written on their lists. Make a class list on chart paper and save it for future lessons. Stress the importance of having a good attitude and being willing to try new foods. Students should save their individual lists to refer to in future lessons.

Classroom Connections (Math): From the class list, ask students to raise their hand to vote for their favorite fruit. Place a tally mark indicating the number of students who chose that particular fruit. Discuss these terms: maximum, minimum, range, mode and median and list the answers on the board. Create a bar graph to organize the data. Repeat the lesson using the data for vegetables.

Activity #2: Put a Little Fruit and Veggie in it worksheet: Read the directions and have the children work in pairs or groups to complete the worksheet. Allow them to refer to the class list if necessary.

Classroom Connections (English/Language Arts): Have the students write a poem about their favorite fruit or vegetable. Refer to the adjective list (Let’s Get Descriptive) in the front of the binder.
Lesson 2: MyPlate - Fruits and Vegetables

Nutrition Objectives:
1. Students will be able to identify the food groups on MyPlate.
2. Students will be able to state that half of their plate should be filled with fruits and vegetables.

Supplies/Materials:
- MyPlate poster
- Make MyPlate Your Plate handout (one for each student)
- Catch a Rainbow Every Day! (one for teacher)
- Food Groups Graphic Organizer (one for each student)

Opening:
- Today we are learning about the five food groups and MyPlate. Instead of MyPyramid, we now use MyPlate as a guide to help us eat more healthfully.

Activity #1: MyPlate poster and handout
- Refer to the MyPlate poster, drawing attention to the foods pictured in each food group at the bottom of the poster. Ask the following questions to generate a discussion:

   Ask→ What do you notice about the plate on this poster? *(There are five different colors each representing a different food group.)*

   Ask→ Can you name a food group and some foods that belong in that group?
   - Green is the vegetable group which includes carrots, lettuce, tomatoes, and cucumbers.
   - Red is the fruit group which contains apples, bananas, grapes, and 100% juice.
   - Orange is the grains group which includes cereal, bread, bagels, pasta and rice.
   - Purple is the protein group which contains meat, fish, chicken, beans, eggs and peanut butter.
   - Blue is the dairy group which includes milk, cheese, and yogurt.

   Let’s take a closer look at the fruit (red) and vegetable (green) groups.

   Ask→ How much of the plate is full if you combine the fruit and vegetable groups? *(one half)*

   Ask→ What meal do you eat that looks most like this plate? *(dinner)*
   - This means that half your plate should be filled with foods that come from plants or trees.
   - Raise your hand if your dinner plate at home is half full of fruits and vegetables.
   - Raise your hand if you are going to ask the person who cooks in your house to buy and/or prepare more fruits and vegetables.
   - Raise your hand if you’ve tried one new fruit or vegetable this week.
   - Have the students draw their favorite foods from each food group on the MyPlate handout.

Catch a Rainbow Every Day
- Introduce the concept of variety. Show students the picture of the rainbow of colors.

   Ask→ Why is it important to eat many different fruits and vegetables every day? *(Your body needs lots of different nutrients which it will get if you eat a variety of fruits and vegetables.)*

   Ask→ What is an easy way to remember to eat a variety of foods and vegetables every day? *(Eat a lot of different colored fruits and vegetables every day.)*

Activity #2 Food Group Graphic Organizer: Ask students to write as many foods as they can think of in each bubble. Review the answers with the class.

Classroom Connections (English/Language Arts): Power Search word search
Lesson 3: The Color Chart

Nutrition Objectives:
1. Students will be able to state how three different color fruits and vegetables help their bodies.

Supplies/Materials:
- My Plate Poster
- Girl Jumping handout (one for each student)
- Individual Color Sheets (needed for teacher; located in front of binder)
- Half My Plate Pledge Form (one for the entire class)

Opening:
- You’ve already learned that a healthy diet consists of foods that have a variety of colors. Today you will learn how each color affects the human body.

Activity #1: A Variety of Fruits and Veggies Each day...so You Can Play handout (Girl Jumping)
- Pass out the handout and ask the following questions:
  - Ask: What color fruits and vegetables keep your eyes healthy, your skin glowing, and helps to keep you from getting a cold? *(yellow and orange)*
  - Ask: What are some examples of yellow and orange fruits and vegetables? *(carrots, pineapple, cantaloupe, oranges, corn, sweet potatoes, tangerines, peppers)*
  - Ask: What color fruits and veggies helps move food through your body for a healthy stomach? *(green)*
  - Ask: What are some green fruits and vegetables? *(kiwi, broccoli, asparagus, celery, grapes, lettuce)*
  - Ask: What part of the body allows you to learn and remember? *(brain)*
  - Ask: What color fruits and vegetables help your brain? *(purple and blue)*
  - Ask: What are some examples of purple and blue foods? *(blueberries, eggplant, grapes, and raisins)*
  - Ask: What color fruits and vegetables keep your heart strong? *(red)*
  - Ask: What are some red fruits and vegetables? *(apples, peppers, cherries, strawberries, tomatoes)*
  - Ask: What color fruits and vegetables help to keep your muscles strong? *(brown, tan and white)*
  - Ask: Now look at the MyPlate poster. What are examples of brown, tan and white fruits or vegetables? *(potatoes, bananas, pears, mushrooms, onions)*
  - Note: Examples of white fruits and vegetables are those that are white on the inside like a banana, pear, or a potato, or those that are white inside and out like mushrooms.

Activity #2: Class Pledge
- Ask students to take the “half my plate pledge” by signing the certificate. Display it in a prominent place in the classroom. Refer to it periodically and ask questions like:
  - Ask: What new vegetables have you tried this week?
  - Ask: How many of you filled ½ your plate with fruits and vegetables yesterday?

Classroom Connections (Health/Science): Discuss the systems of the human body with an emphasis on digestion and where food goes after it is consumed. Refer to Where Does My Lunch Go? Review the Girl Jumping handout and the functions of the different color fruits and vegetables.

Classroom Connections (Writing/Language Arts): Let’s Think About Healthy Food - Have the students answer the questions on this worksheet and then discuss their answers with the class.

Add-On: Have the students dress in the color of their favorite fruit or vegetable on the following day. Call on students to ask what their favorite fruit or vegetable is and how it helps their bodies.
Lesson 4: Cups of Colorful Fruits

Nutrition Objectives:
1. Students will be able to provide two examples of how to eat 2 cups of fruit.

Supplies/Materials:
- 6 Fruit picture cards
- Measuring cup
- What Counts as One Cup of Fruits? (reference sheet for teacher)
- Class Fruit and Vegetable List (from Lesson 1)
- Easy Add-Ins handout (one for each student)
- Name That Fruit worksheet (one for each student)

Opening:
- Today we are learning about the amount of fruit you need to eat every day to be healthy.
  - Ask How many cups of fruit do you need to eat every day? *(at least 2 cups)*
  - Ask Why is it important to eat *at least 2 cups of fruit* every day? *(Fruit contains vitamin C, which helps keep you from getting a cold. Fruit also keeps our teeth, gums, and bones strong and healthy.)*

Show pictures of the following and hold up the appropriate measuring cup as you discuss:
- 1 cup of fruit equals one piece of fruit like an apple, orange, or banana
- 1 cup of fruit equals 1 cup of chopped fruit like fruit salad or fruit cocktail (packed in natural juice)
- 1 cup of fruit equals 32 red seedless grapes
- 1 cup of fruit equals ½ cup of dried fruit like raisins
- 1 cup of fruit equals 8 fluid ounces of 100% fruit juice
- 1 cup of fruit equals 2 small pieces of fruit like kiwi
- ½ cup fruit received as a snack in school (You need 4 servings this size to equal the 2 cups of fruit you should eat every day.)

  - Ask Who can use the picture cards to show me how much fruit you need to eat to equal 2 cups of fruit per day? Get a variety of responses. Refer to the What Counts as One Cup of Fruits? reference sheet for answers. Examples:
    - 2 kiwi and 1 cup 100% fruit juice
    - 1 banana and ½ cup raisins
    - 32 red seedless grapes and 1 cup of chopped fruit (fruit salad)

Activity#1: Easy Add-Ins handout
Explain that students should choose 3 meals and 1 snack from the list by circling their choices. Next, they need to select 2 fruits and 2 vegetables from the answer bank and write them in the box provided. They can also draw their favorite fruit or vegetable in the space provided if it is not pictured and then add it to a meal or snack.

Activity#2: Name That Fruit Worksheet
Working with a partner, give the students some time to complete the worksheet. Correct it together and add the answers to the class fruit and vegetable list.
Lesson 5: VIWs (Very Important Veggies)

**Nutrition Objectives:**
1. Students will be able to provide two examples of how to eat 2 cups of vegetables.

**Supplies/Materials:**
- 6 Vegetable picture cards
- Measuring cup
- What Counts as One Cup of Vegetables? (reference sheet for teacher)
- Class Fruit and Vegetable List (from Lesson 1)
- My Fruit and Veggie Diary (one for each student)

**Opening:**
- Today we are learning about the amount of vegetables you need to eat every day to be healthy.

Ask→ How many cups of vegetables do you need every day? *(at least 2 cups)*

Ask→ Why is it important to eat at least 2 cups of vegetables every day? *(Veggies contain vitamins and minerals that keep you healthy and strong. They also contain fiber, which keeps food moving through your body so it helps you go to the bathroom.)*

Show pictures of the following and hold up the measuring cup as you discuss:
- 1 cup of vegetables equals 1 cup of raw or cooked vegetables like broccoli, corn, peas, cucumbers, green beans, mushrooms, tomatoes, peppers or zucchini
- 1 cup of vegetables equals 1 large sweet potato
- 1 cup of vegetables equals 12 baby carrots or 2 medium carrots
- 1 cup of vegetables equals 1 cup of cooked beans and peas such as black, kidney, pinto, soy beans, black eyed peas, or split peas
- 1 cup of vegetables equals 2 cups of raw leafy greens like lettuce and spinach
- 1 cup of vegetables equals 8 fluid ounces of 100% tomato or vegetable juice
- ½ cup of vegetables received as a snack in school (You need 4 servings this size to equal the 2 cups of vegetables you should eat every day.)

Ask→ Who can use the picture cards to show me the amount of veggies you need to eat to equal 2 cups of vegetables per day? Get a variety of responses. Refer to the What Counts as One Cup of Vegetables? reference sheet for answers. Examples:
- 1 cup of green beans and 1 cup (8 fluid ounces) of 100% tomato or vegetable juice
- 2 cups of raw spinach and 1 large sweet potato
- 12 baby carrots and 1 cup of broccoli

**Activity #2: Fruit and Vegetable Diary:** Have students fill out *My Fruit and Veggie Diary* to record how many cups of fruits and vegetables they eat each day for two days. Post the Class Fruit and Vegetable list for students to refer to. Did children eat at least 2 cups of fruit and 2 cups of veggies? Add up the total amount of fruits and vegetables eaten by the class.

**Classroom Connections (English/Language Arts): Fruit and Veggie Fill Ins** - Instruct the students to work with a partner or in a group to complete the worksheet.
Lesson 6: Eating and Growing Vegetables

**Nutrition Objectives:**
1. Students will be able to identify four different parts of the plant we eat when we consume vegetables.

**Supplies/Materials:**
- The Vegetables We Eat by Gail Gibbons
- The Plants We Eat Reference List (one for the teacher)
- Market Math worksheet (one for each student)

**Opening:**
- Today we are learning about the different parts of vegetable plants that we eat and how vegetables are grown.

**Activity #1: Picture Book**
- Read aloud The Vegetables We Eat by Gail Gibbons. Discuss the following questions. Refer back to the text and The Plants We Eat Reference List

**Ask ➔** Can anyone name the vegetable we eat when we eat the leaves of the plant? (lettuce, spinach)

**Ask ➔** We eat the root of the plant when we eat this vegetable. What is it? (carrots, radishes)

**Ask ➔** If you eat this vegetable you are eating the stem of the plant. What is it? (celery, asparagus)

**Ask ➔** What vegetable are you eating when you are eating the seeds of the plant? (corn, peas)

**Ask ➔** Who knows which vegetable we eat when we eat the flowers of the plant? (broccoli, cauliflower)

**Ask ➔** We eat the fruit of the plant when we eat this vegetable. What is it? (tomatoes, cucumbers)

- Explain the difference between the fruit of a vegetable plant and the fruit that we eat. Refer to The Plants We Eat Reference List.

**Ask ➔** Is a tomato a fruit or a vegetable? Refer to The Plants We Eat Teacher’s Guide.

**Classroom Connections (Math): Market Math** - ask the students to complete the worksheet and show all their work.

**Classroom Connections (Science):** If your school has a garden, have the students take turns caring for the plants so they learn about the process of making a plant grow. You can also grow plants in containers in the classroom.

**Add-on:** Using The Plants We Eat Reference List as a teacher’s guide, bring in different fruits and vegetables. Have the students identify which plant parts they represent.
Lesson 7: The Right Stuff

Nutrition Objectives:
1. Students will be able to explain one health benefit of eating a diet rich in fiber, vitamin A and vitamin C.
2. Students will be able to name one food that is high in fiber, vitamin A and vitamin C.

Supplies/Materials:
- Vegetable Riddles (one for each student)
- What Does Your Food Do For You? (reference sheet for teacher)
- The Color Chart (students saved this in Lesson 3)

Opening:
- Today we are learning about fiber, vitamin A and vitamin C. Fruits and vegetables contain a lot of fiber and vitamins A and C, so it’s important to your health to eat a variety of them every day.

Ask → What types of foods have fiber in them? (Fiber is found in all kinds of food, but especially whole grains, fruits and vegetables. That is why it’s important to eat 2 cups of fruits and 2 cups of vegetables every day and to fill half your plate with fruits and vegetables.)

Ask → What are some foods that are whole grains? (whole wheat bread, whole wheat pasta, whole grain cereals; the first ingredient on the package should say the word “whole”, brown rice, oatmeal, popcorn)

Ask → What does fiber do for your body? (Fiber keeps food moving through your body, so it helps you go to the bathroom. Fiber helps to keep you full for a long period of time. It’s also good for your heart).

- Vitamin A is important for your vision and skin. You can get more vitamin A in your diet by eating more orange fruits and vegetables.

Ask → What are some orange fruits and vegetables that will provide vitamin A in your diet? (carrots, sweet potatoes, butternut squash and cantaloupe) Refer to What Does Your Food Do For You?

- Vitamin C helps to heal cuts and bruises and fights infection. Certain fruits and vegetables such as oranges, strawberries, tomatoes and peppers are high in vitamin C.

Let’s review The Color Chart to remind us how different colored fruits and vegetables help our bodies stay healthy and keep us growing strong. Read it together.

Activity #1: Vegetable Riddles
- Have the children solve the vegetable riddles. Correct it together and share the information on the answer sheet.

Classroom Connections (Math): Fiber Fun - Use this worksheet as part of a math lesson involving decimals. Students can also practice using calculators to add sums of numbers that are decimals.
Lesson 8: Go Slow Whoa

Nutrition Objectives:
1. Students will be able to name a fruit or vegetable they should eat every day, sometimes, or once in a while.

Supplies/Materials:
- MyPlate poster
- 3 vegetable pictures (baked potato, mashed potatoes, French fries)
- 3 fruit picture cards (apple, applesauce, apple pie)
- Fruit and Vegetables: Make Healthy Choices handout (one for each student)
- Trivia Challenge (one for each student)
- Tape

Opening: Today we are learning how to make the healthiest choices when we eat fruits and vegetables. Refer to Fruits and Vegetables: Make Healthy Choices handout.

Activity #1: Food Pictures Demonstration
- Fruits and vegetables are most healthy in their natural forms; the way you would get them right from a plant or a tree. We call these the “go” foods, meaning these are the healthiest fruits and vegetables because they contain a lot of vitamins and minerals to keep you healthy. You should eat them every day. Let’s talk about fruits first:

  Ask→ What is an example of a “go” fruit? (apple, strawberries, bananas, grapes, pears, etc.)

- “Slow” fruits are fruits that are higher in sugar than the “go” fruits or have some added sugar. You can eat these sometimes. These include dried fruit or canned fruit packed in syrup.
- “Whoa” fruits have lots of calories, added sugar and/or fat and not a lot of important nutrients your body needs like fiber and vitamins and minerals.)

  Ask→ What are some examples of “whoa” fruits that you should eat only once in a while? (fruit pies, pastry and desserts with fruit in them and fruits packed in heavy syrup)

- Show the children the 3 fruit pictures (apple, applesauce, and apple pie) and have them decide which is the “go”, “slow” and “whoa” example.
- Call on someone to tape the “go” fruit on the MyPlate poster.

- Let’s talk about vegetables next. Show the children the three vegetable pictures. (baked potato, mashed potatoes and French fries)

  Ask→Which one is the “go” food (baked potato), the “slow” food (mashed potatoes because you add some butter, cream, cheese and salt to it), and the “whoa” food? (French fries because they are fried in lots of oil and salt is added)

- Call on someone to tape the healthiest example of a potato (baked) on the MyPlate poster.
- Notice that ¼ the plate is full of fruit & veggies. That means that half of your plate should be foods that come from plants, not animals.

Activity #2: Fruit and Vegetable Trivia Challenge - Instruct the children to complete the worksheet.

Classroom Connection (Reading/Language Arts): Surprise Picnic - Have the children work with a partner to complete the “madlib” Surprise Picnic story.